

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
PROGRAM APPROVAL REVIEW**

**SAU #71  
FINAL SUMMARY REPORT**

**GOSHEN/LEMPSTER SCHOOL DISTRICT**

**Dr. John Handfield, Superintendent and Director of Special Education**

Visit conducted on March 18-19, 2002  
Report Date, May 23, 2002

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## I. TEAM MEMBERS

<u>Name</u>	<u>Professional Role</u>
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### Visiting Team Members:

Nancy Brogden	Chairperson, SERESC
Susan Dame	Special Education Director
Gina Gambino	Special Educator
Meg Kavanagh	Educational Consultant
Michael Wynkoop	Special Educator
Leigh Zoellick	Educational Consultant

### Building Level Team Members:

Patty Bechok	SAFE Program Coordinator
Kitty Davis	Special Educator
Bob Sullivan	Special Educator
Peter Newbern	SAFE room Special Educator
Rebecca Hemingway	Special Educator
Chris Santerre	Special Educator
John Berge	Special Educator

## **II. INTRODUCTION**

SAU #71 is comprised of the towns of Goshen and Lempster. The Goshen/Lempster district is a K-8 school district. Students in Grades 9-12 go to area high schools, at parents' choice. Most of the students choose to go to Newport High School, so special needs students from Goshen and Lempster were reviewed at Newport High School, with collaboration between the visiting team members and staff at Newport High School. There are 210 students in the elementary school and approximately 100 students in area high schools. The district prides itself on including all students and has only two out of district placements. There are no James O court-placed students in the district at this time.

The Mission statement of SAU #71, which is printed across the top of the wall in the lobby of the school, is:

"The mission of the SAU #71 school community is to create a safe learning environment and to provide motivating educational opportunities to ensure that all students will achieve their potential."

The school building is a bright, clean place, with classrooms and halls full of the evidence of student work. The library is a small but complete library, fully automated, and includes 6 fairly new computers with Internet access. A special program, the SAFE Program, is designed to provide individualized assistance in coping with day-to-day functioning at school. This program is open to students with IEPs, 504 students and students who are determined to be "at risk". The goal of the program is to return students to their regular classroom as soon as possible. Other initiatives, such as the "Paws and Kids" program, Power Writing, and Thinking Maps training are evidence of excellent opportunities for all children in the Goshen/Lempster School District.

## **III. PURPOSE OF VISIT**

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU #71 on March 18-19, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Visit, students' files were reviewed and data was collected from Goshen/Lempster Elementary School and Newport High School.

Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. It should be pointed out that the Superintendent also acts as the District's Director of Special Education, a role for which he is not certified. However, the district contracts with a person who is certified and who sometimes acts as the LEA representative at meetings. Data included the review of student case studies, interviews with staff, administrators, students and parents, and classroom observations. Throughout the review process, the visiting team worked in collaboration with the staff of SAU #71. Their professionalism, active involvement in the process and cooperation were recognized and appreciated.

## **IV. PROGRAM APPROVAL REVIEW PROCESS**

The New Hampshire Department of Education provided SAU #71 with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The 2-day visit was designed as a focused review of the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including professional staff, parents, paraprofessionals, administrators, and, in some cases, the students. Classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

## **V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS**

Based on review of the May 5, 2000 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

- 1 Files were missing required components. For example the LEA representative was not present in most cases and parents did not receive procedural safeguards with notice of meetings.
- 2 There was a need to clarify transition to high schools and a need for better communication between Goshen/Lempster Elementary School and area high schools.

## **VI. SAU WIDE SUMMARY OF FINDINGS**

Within the Goshen/Lempster elementary school there is a supportive, enthusiastic atmosphere for the provision of services for all students in the least restrictive environment. This enthusiasm and support is fostered throughout the building by faculty, administration, support personnel, secretarial staff and parents. In many ways it is clear that this district is working hard to offer a wide continuum of services and programs to all children, including access to the general curriculum, transition services and assessment.

It appears that corrective actions have taken place over the two years since the last visit. All meetings are now attended by an LEA representative. Files contain required information. Connections between the Grade 8 staff, principal, superintendent and area high schools have improved, so that all feel that transitions are effective and on-going.

### **ACCESS TO THE GENERAL CURRICULUM**

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

In terms of Access to the General Curriculum, SAU #71 is to be commended on their excellent inclusion for children with special needs. Everyone is involved in integrating all children into curriculum activities. All programs appear to be open to all students. The building is fully accessible for students with physical disabilities.

### **TRANSITION**

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

In the area of Transition, there are excellent examples of transition within and among SAU #71 and sending schools. Staff describe many activities that assist 8<sup>th</sup> graders to transition to the various high schools. Because one of the area high schools may be changing their policy on admitting students, some parents are concerned about high school options, but the superintendent is planning to meet with the school to explore options. Team members felt that the preschool coordinator is very involved with early intervention (EI) providers to monitor transition services to preschool children. At the other end of the age spectrum, good transitions are being made with students as they graduate or transition to the world of work.

### **ASSESSMENT**

ED 1133.05 (I) CFR 300.347 (a) (5) RSA 193-C

In terms of Assessment, all SAU #71 students participate, at some level and with some modifications, in testing. There is evidence that the school is using test data to improve instruction.

### **SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE**

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

Policies and procedures are in place as required. Child find for young children is coordinated by the Newport preschool person.

## VII. BUILDING LEVEL SUMMARY REPORTS

### USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

#### BUILDING LEVEL COMPLIANCE DATA SUMMARY

#### NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #**      **School:** Goshen/Lempster Preschool

**Recorder/Summarizer:** Leigh Zoellick

**Date:** March 20, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Preschool
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	The student is fully included in the Head Start program. She participates in free play, circle, meals, outdoor play, table top activities, field trips, and family activities, which are sponsored by Head Start.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Preschool
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Meeting minutes & intake questionnaire No specific written plan
3a	Team includes parents and personnel from other agencies in transition planning	Head Start, mental health counselor
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>Preschool</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	Yes
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Formal assessments, along with information collected during the diagnostic IEP period, are used in creating the IEP. Parents, teachers and SAU staff work together. Mostly qualitative data is collected, using observation and anecdotal note keeping. Head Start uses the work sampling system.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Goshen/Lempster Preschool	
Strengths	Suggestions for Improvement
1. Very individualized supports and services to meet the needs of students and provide support to child, family and community. 2. Mental health support (through grants) is available to preschoolers and a behavioral consultant. 3. There is a great understanding of assessment instruments, using a wide variety of tools to best determine a child's strengths and areas of need.	1. Devise a system to be able to screen/assess students during the summer months. 2. Develop a written plan for transition from Early Supports and Services to Preschool.

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #**      **School:** Goshen/Lempster Elementary School

**Recorder/Summarizer:** Susan Dame

**Date:** March 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**



Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Goshen/Lempster Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Classroom observations; case manager, parent and teacher reports and IEPs support this.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Children are involved in extracurricular activities such as Girl Scouts, basketball and gymnastics, according to parent, teacher and case managers reports.
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Goshen/Lempster Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Parent, teacher and case manager report step-up for all students. Receiving teachers are part of the IEP process.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Families and students are concerned about what H.S.options will be available to Goshen/Lempster students. Staff describe many activities that assist 8 <sup>th</sup> graders to transition to various high schools.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Goshen/Lempster Elementary School
Indicator Level and Description		
<b>0</b> No evidence of student participation in district or state assessments		
<b>1a</b> Student participates in district-wide and school assessments		Parent, teacher and case manager report IEP modifications for tests
<b>1b</b> Student participates in state assessment		Same as above: no alternate testing was required this year.
<b>2</b> Alternate assessment provided as needed for both district and state assessments		
<b>3a</b> Assessment data is used to develop IEP		This happens regularly.
<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)		Daily and weekly progress reports as well as other assessments.
<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)		School-wide practice; used for curriculum development.

Goshen/Lempster Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>1. The SAFE program- offered for all students; flexible</li> <li>2. Files are organized and complete</li> <li>3. Amount of special ed support (in and out of class); lots of special education paraprofessionals</li> <li>4. Assessments involve regular education teacher's input (rating of IEP, work samples, etc)</li> <li>5. The administration supports special education and makes an effort to support inclusion</li> <li>6. Strong communication with home from both regular and special education staff (home visits, daily notebooks, progress notes, etc)</li> <li>7. At the primary and intermediate level, classroom teachers take responsibility for special needs students, for example, excellent use of responsive classroom techniques and level of knowledge about special needs.</li> <li>8. COTA provides services in classroom and communicates with classroom teacher</li> <li>9. Supporting students in the resource room, so they are able to return to regular class. Students very successful.</li> </ol>	<ol style="list-style-type: none"> <li>1. More time for Resource room staff to collaborate with regular education teachers and support staff.</li> <li>2. Training for upper level team to modify and include students with disabilities without 1:1 paraprofessional support.</li> <li>3. Increased staff development related to special education law and specific disabilities for all staff.</li> <li>4. IEP annual goals might a) reflect grade level, b) include present level statement on one page to reflect strengths and needs</li> <li>5. It might be good to have a special education "department head" for the building to guide and support staff, take leadership and responsibility for adhering to federal laws.</li> </ol>

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT  
BUILDING LEVEL COMPLIANCE DATA SUMMARY  
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #**      **School:** Newport High School

**Recorder/Summarizer:** Meg Kavanagh

**Date:** March 19, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Newport High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	Multi Occ students have more difficulty but are able to access advisory, wood tech with support of aide.
2	Student participates in the general curriculum in the regular classroom	Evidenced by student schedules including health, computer app., wood tech, advisory
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	No, students reviewed are in special programs more than 50 percent of the time.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Advisory group, afternoon recreation program, band, drama, chorus opportunities. Transportation sometimes a barrier.
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	Some do-dependent on desire of parents and students and cognitive ability. Some students earn a certificate of attendance, which may be a problem.
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Provide 1:1 aide where needed. (In IEP)

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Newport High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Transition plans in IEPs; Vocational components in IEP; volunteering in community encouraged.
3a	Team includes parents and personnel from other agencies in transition planning	Yes, included in IEP transition plans.
3b	Student is informed before age 17 of his/her rights under IDEA	Documented on front page of IEP
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Included in IEPs
4a	District has implemented a process to evaluate the success of the student's transition	Observation and amendments when IEP objectives not working
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Newport High School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	Evaluation reports and assessment information in files.
	<b>1b</b> Student participates in state assessment	With modifications
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	Yes, both IEP and assessment information
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Progress reports every quarter/grades given for regular ed classes.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Newport High School	
Strengths	Suggestions for Improvement
1. Positive rapport with students 2. Good knowledge of students strengths and weaknesses 3. Great variety of opportunities available to students (work experience, vocational options, etc.) 4. Lots of flexibility on part of the staff 5. Nice involvement of outside agency with students on transition plans 6. Newport High School staff feel the transition of incoming freshmen is done in a comprehensive manner.	1. More clear communication with regular ed staff regarding expectations of students. 2. Explore appropriate use of “certificate of attendance” for diploma, except for students who are 21. 3. Teachers should be certified in area(s) of prevailing disability.

**VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES**

**ADDENDUM**

**Out-of-District File Review**

**SAU # 71**

Date: March 31, 2002

Reviewer: Nancy Brogden

<p style="text-align: center;"><b>ADDENDUM</b> <b>Out-of-District File Review</b></p>
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SAU # 71

Number of Files Reviewed: Two - There are only two out of district children in the district.

**CITATIONS OF NONCOMPLIANCE**

The files contained most of the required documentation. One file did not include an LEA representative on the evaluation team. However, this evaluation was almost three years old. At that time Dr. Handfield had just begun the position and, as mentioned in the corrective action report of two years ago, having an LEA representative at the meetings was a compliance issue. All the evidence indicates that, for the last two years, there has been an LEA representative present for all evaluation, eligibility and IEP meetings.

The second file did not include a clear statement of how the student (an 18 yr old female) will earn graduation credits toward a high school diploma. In a discussion with her parent and with the superintendent it appears as though this multi-disabled student will age out of the program and will not earn high school credits. All other parts (behavior plan, transition plan, etc) were included in the file.

<p style="text-align: center;"><b>ADDENDUM</b> <b>JAMES O. MONITORING PROGRAM</b></p>
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SAU #71

Number of files reviewed: 0 There are currently no James O students in the Goshen/Lempster school district.